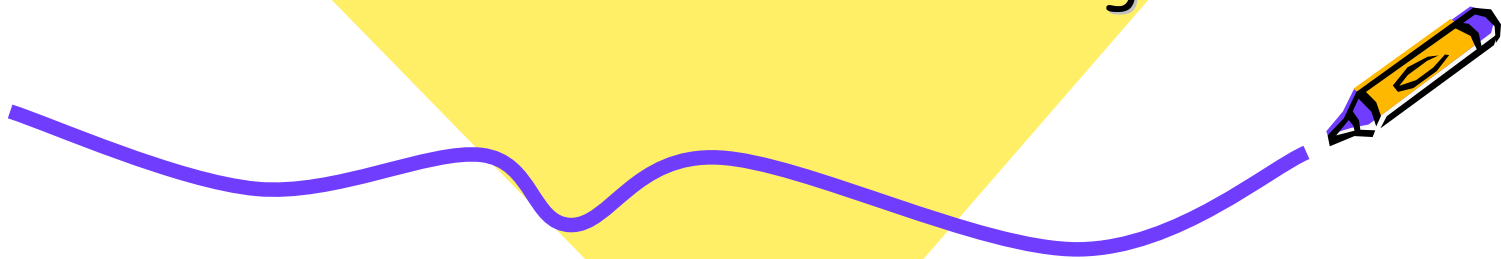




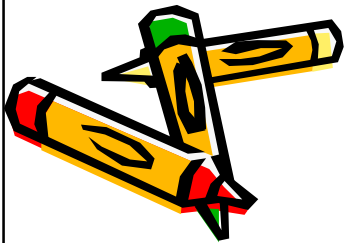
The IEP

Individualized Educational Program



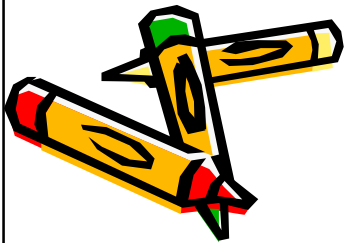
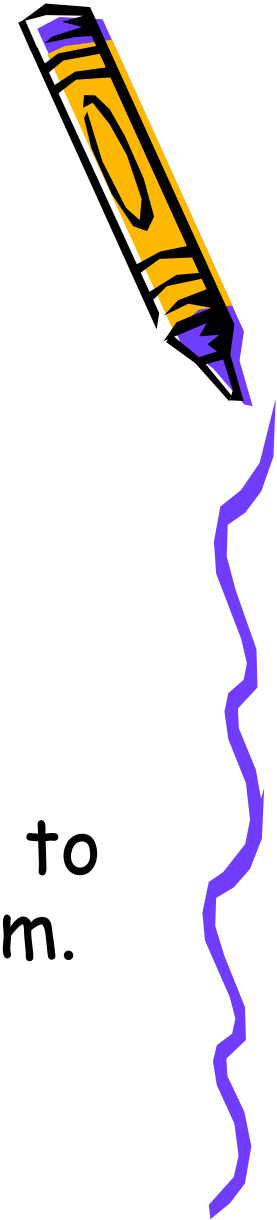
The IEP

is the process and the document that outlines what a free appropriate public education (FAPE) is for a particular child.



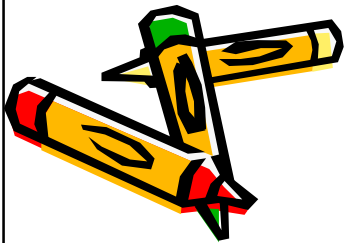
The IEP determines:

- What is the least restrictive environment is for an individual student. . .
- What supplementary aids and services the student may need. . .
- The related services a child needs to benefit from his special ed program.



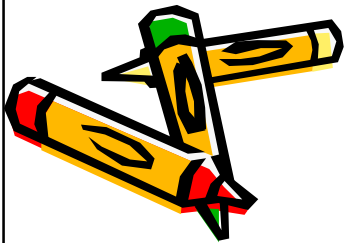
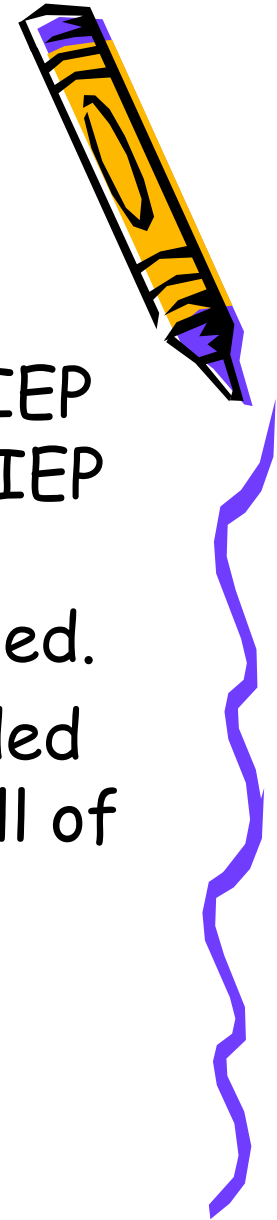
The IEP

focuses more now than in the past on ensuring that students with disabilities have significant access to the general curriculum.



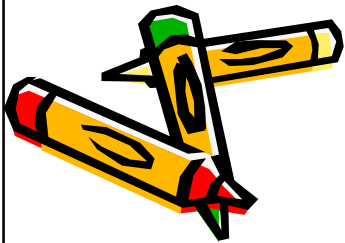
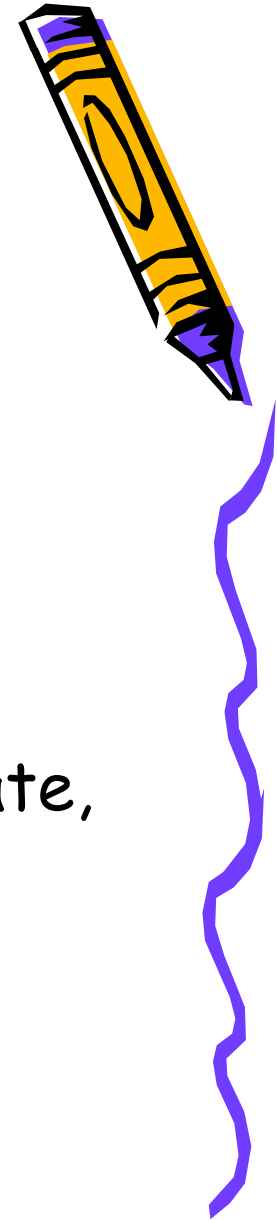
IDEA 2004, for the first time, includes:

- Procedures to permit members of the IEP team to be excused from attending an IEP meeting if the team member's area of expertise or focus is not being addressed.
- A process to allow the IEP to be amended without pulling together a meeting of all of the members of the team.



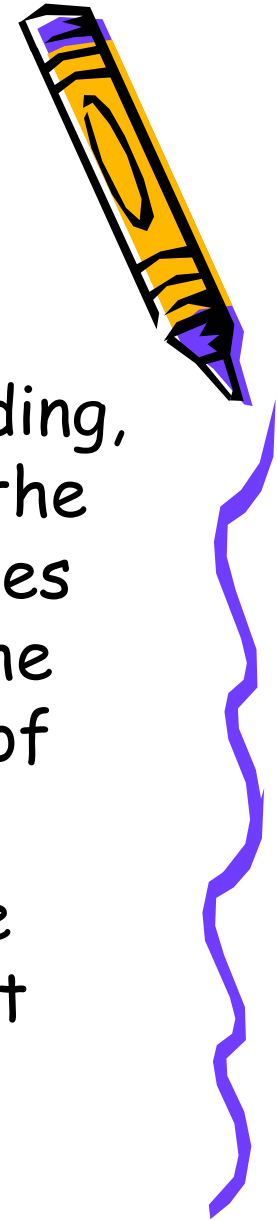
An appropriate education is individualized, but it takes a team to get there. The team includes:

- The student's parents;
- At least one regular ed teacher, if the student is, or may be, participating in regular education;
- At least one of the student's special education teachers or, where appropriate, someone else who provides special education services to the student;



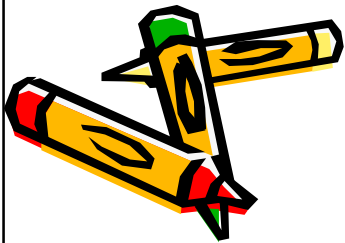
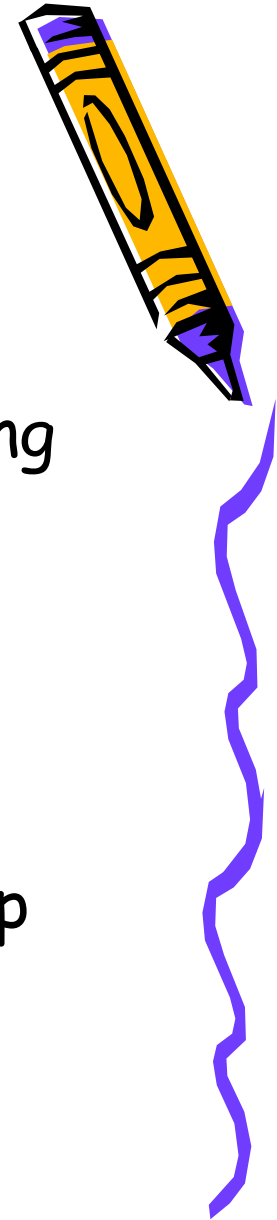
IEP team (cont)

- A representative of the school district (usually the LEA or principal) who is qualified to provide, or supervise providing, specially designed instruction to meet the unique needs of students with disabilities and who is knowledgeable about both the general curriculum and the availability of the district's resources;
- An individual who can interpret how the information from evaluations can impact the child's instruction;



IEP team (cont)

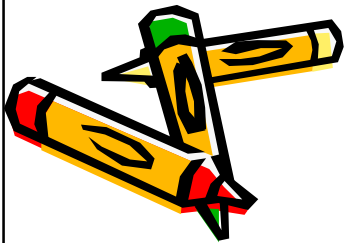
- At the parents' or school district's discretion, other individuals who have knowledge or special expertise regarding the child, including related service personnel;
- The student, whenever appropriate;
- The Part C service coordinator if the student has received early childhood services and if the parents request help with "transition".



Parents are specifically listed as team members. To facilitate parent participation, the school district is required to notify parents of the meeting. This must be done in a reasonable time before the meeting. It must also be scheduled at a reasonably convenient time for the parents. If the parents are deaf or non-English speaking, interpreters must be provided.



Attending the IEP meeting does not necessarily mean an individual is physically present at the meeting. IDEA 2004 encourages alternative means of participating in the meeting; for example, by conference call or video conference.

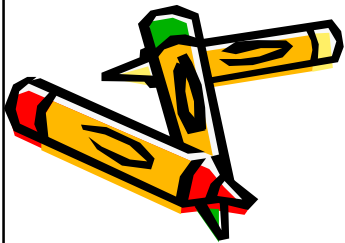


Team Absences



IDEA 2004 discusses two different situations in which an IEP member may be excused from attending all or part of an IEP meeting:

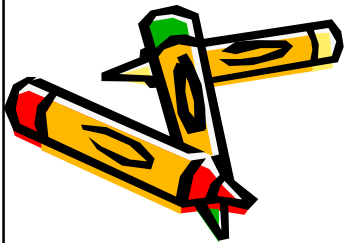
the team member's area of the curriculum **will not** be discussed during the meeting; or
the team member's area of the curriculum or related services **will** be discussed.



When the team member's area of curriculum will **not be** discussed. . .

There are times when a member's area will not be discussed; there are also occasions in which the team member may have provided input related to the team member's area of responsibility or expertise in an earlier portion of the meeting.

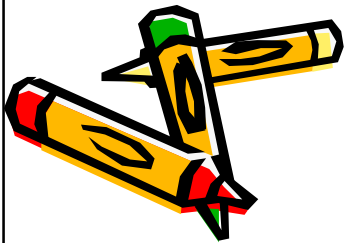
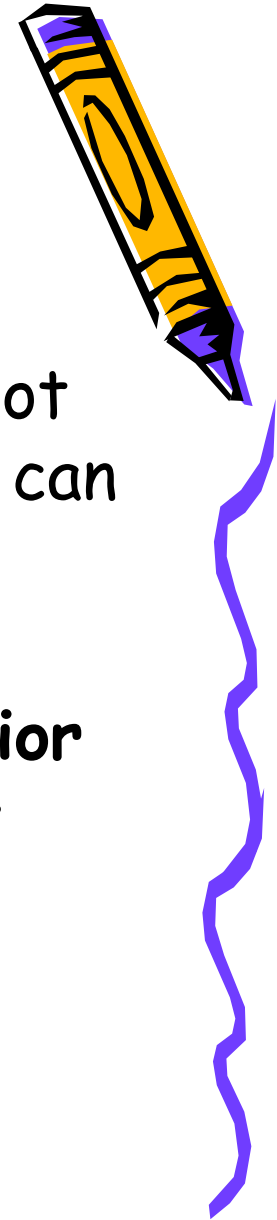
NOTE: both the parents and the school district must agree to excuse an IEP team member from attending



When the team member's area of curriculum or expertise **will be** discussed. . .

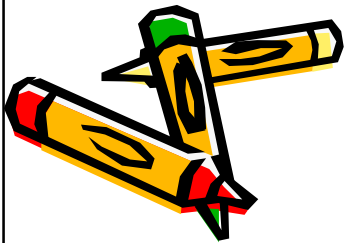
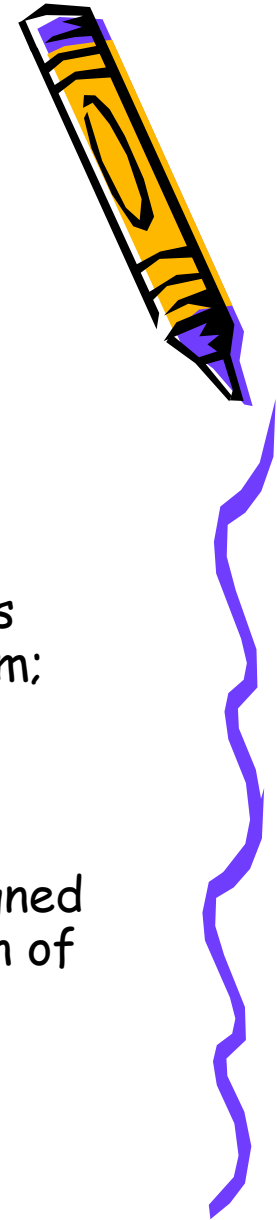
But, for some reason, the member cannot attend, the parents and school district can agree to excuse the member.

NOTE: the excused team member **must** submit input into developing the IEP prior to the meeting in **writing** to the **parent** and the IEP team.



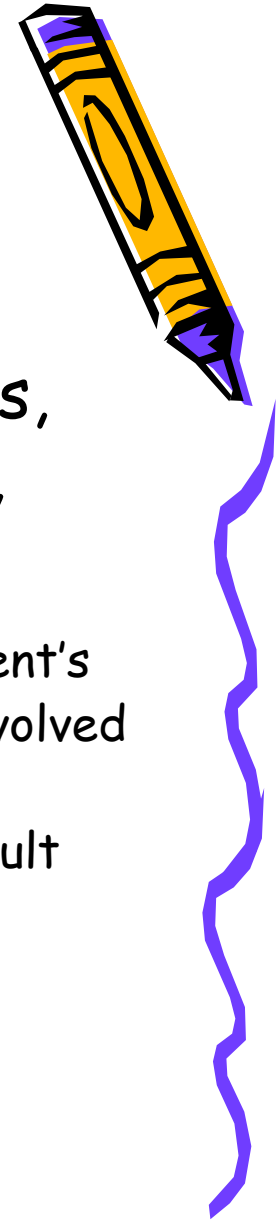
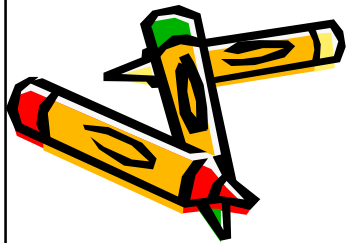
Components of the IEP

1. A statement of the student's present levels of academic achievement and functional performance, including:
 - a. How the student's disability affects the student's involvement and progress in the general curriculum;
 - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities; and
 - c. For students who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.



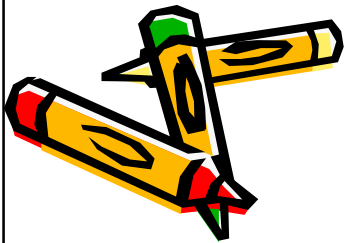
Components (cont)

2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - a. meet the student's needs that result from the student's disability in a way that will enable the student to be involved in and make progress in the general curriculum; and
 - b. meet the student's other educational needs that result from the student's disability.



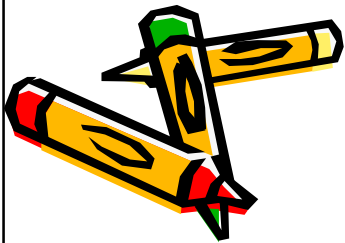
Components (cont)

3. A statement about how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making will be provided (for example, quarterly reports or when report cards are issued).



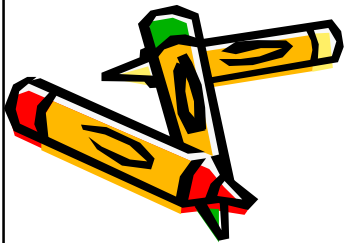
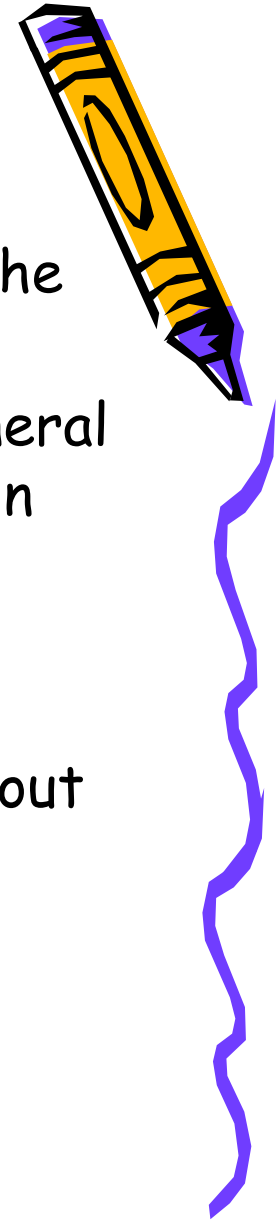
Components (cont)

4. A statement of the special education and related services and supplementary aids and services, *based on peer reviewed research to the extent practicable* to be provided to the student, or on behalf of the student. This must also include a statement of the program modifications or supports for school personnel that will be provided for the student. . .



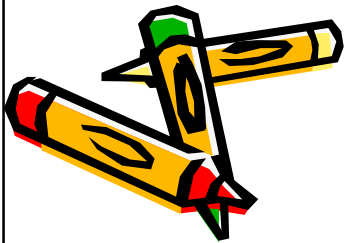
Components (cont)

- a. To advance appropriately toward attaining the annual goals;
- b. To be involved and make progress in the general education curriculum and to make progress in extracurricular activities and other nonacademic activities; and
- c. To be educated and participate with other students with disabilities and students without disabilities in the general curriculum and extracurricular and other nonacademic activities.



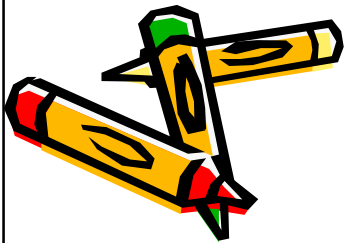
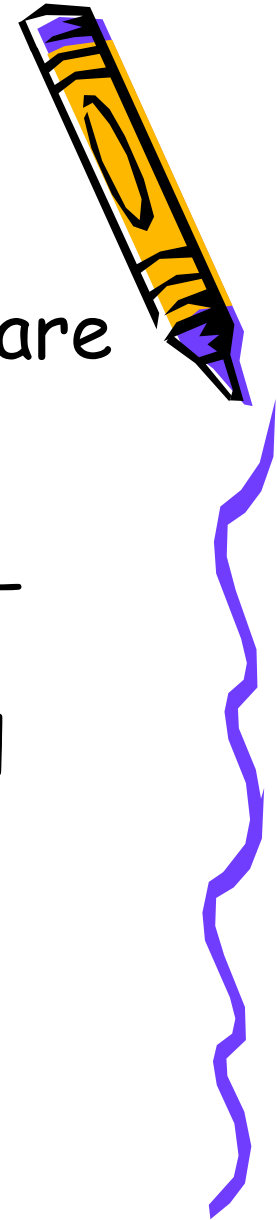
Components (cont)

5. An explanation of the extent that the student will **not** participate with children without disabilities in the regular classroom, extracurricular and nonacademic activities and other general curriculum activities, if any.



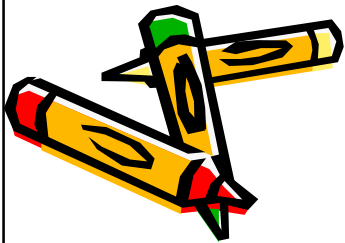
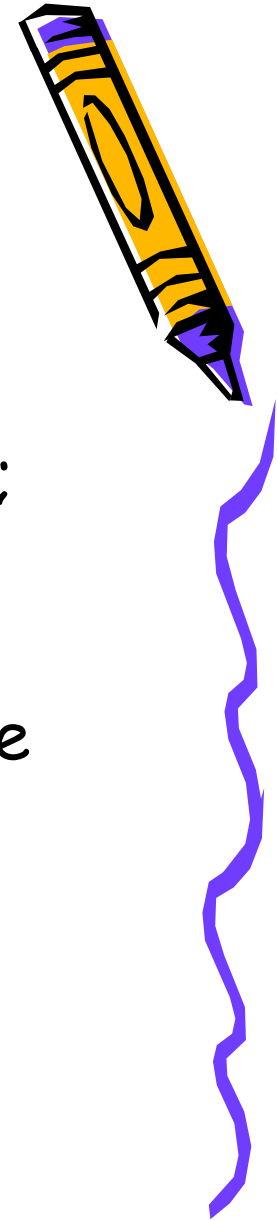
Components (cont)

6. A statement of any individual appropriate accommodations that are necessary to measure academic achievement and functional performance on state and district-wide assessments, and if the IEP team determines the student shall take an alternate assessment on a state or district-wide assessment there must be. . .



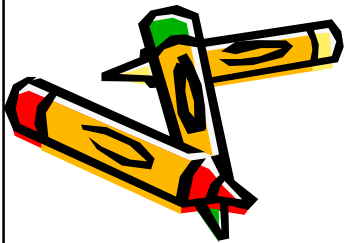
Components (cont)

- a. A statement why the student cannot participate in the regular assessment;
and
- b. A statement that the particular alternate assessment selected for the student is appropriate.



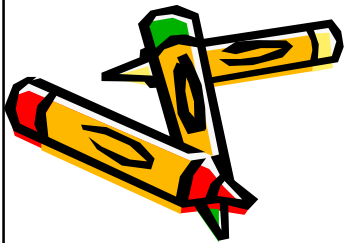
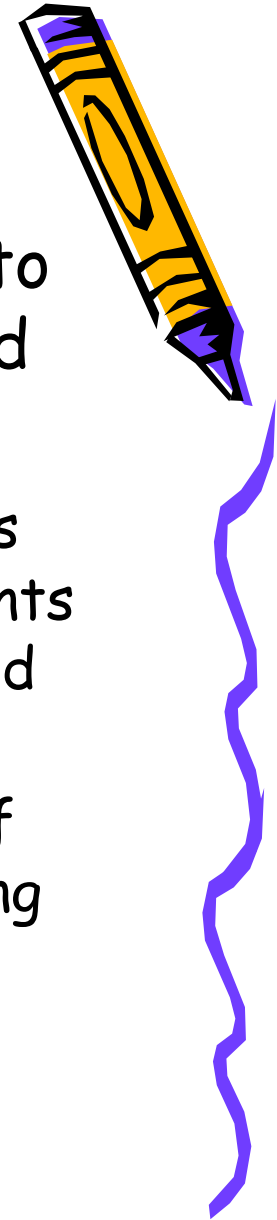
Components (cont)

7. The **projected date** for the beginning of the services and modifications listed in item 4 and the **anticipated frequency, location, and duration of those services and modifications.**



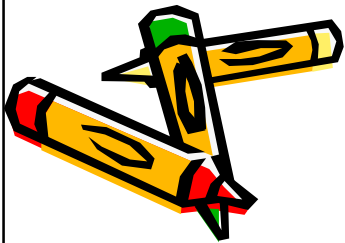
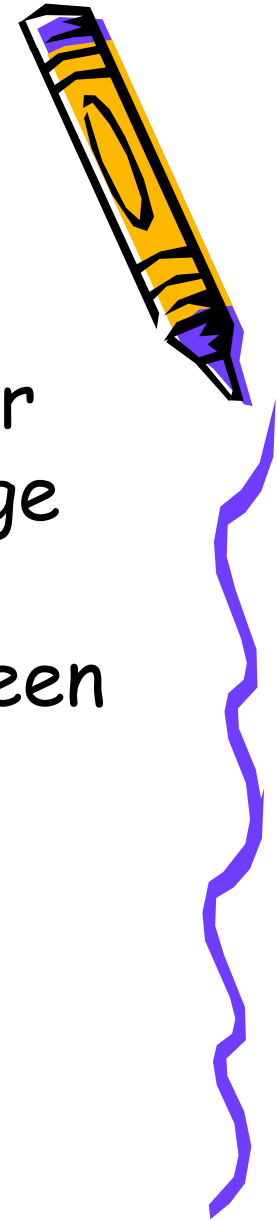
Components (cont)

8. Beginning not later than the first IEP to be in effect when the student is 16, and updated annually afterwards,
 - a. appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. the transition services (including courses of study) needed to assist the student in reaching those goals; and



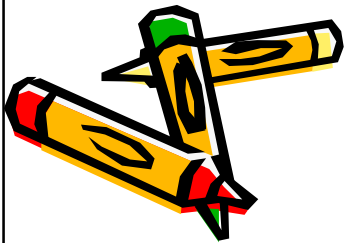
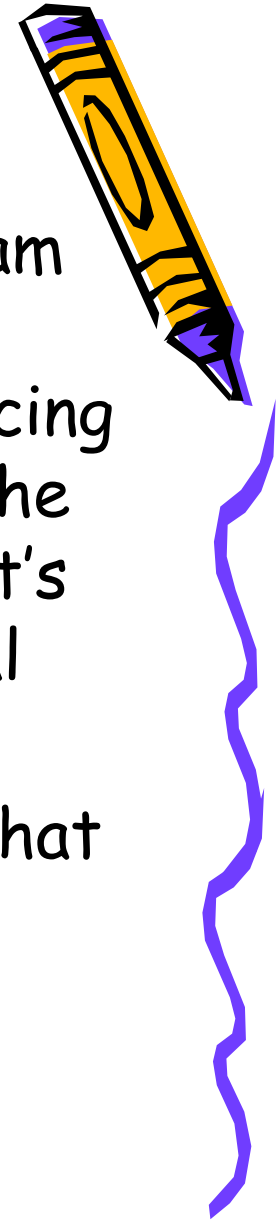
Components (cont)

c. beginning not later than one year before the student reaches the age of majority under state law, a statement that the student has been informed of his rights under the IDEA that will transfer when he reaches the age of majority.



Consideration of Special Factors

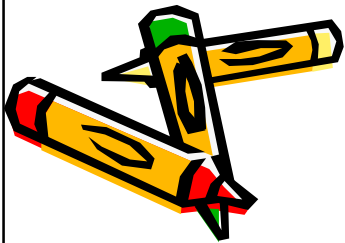
- Generally when writing the IEP, the team must take into account the student's strengths, parent's concerns for enhancing their child's education, the results of the most recent evaluation, and the student's academic, developmental, and functional needs.
- In addition, there are special factors that must be considered. . .



Special Factors (cont)

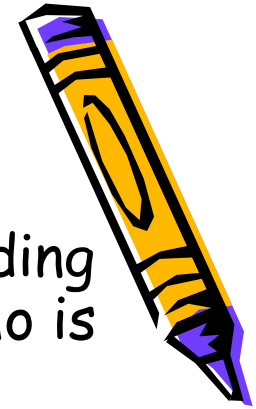
Is this a student who demonstrates the need for any of the following:

1. Positive behavioral interventions, and supports, and other strategies to address behavior that impedes his/her learning or that of others;
2. accommodations for the student's limited English proficiency, including alternative language services and/or instruction in a language other than English;



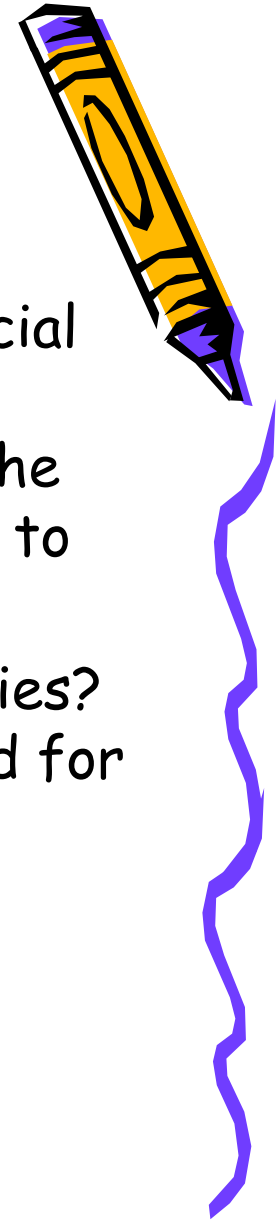
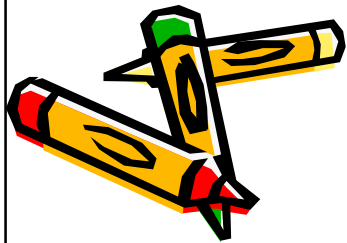
Special Factors (cont)

3. Instruction in Braille and the use of Braille in reading and writing skills and appropriate reading and writing media, in the case of a student who is blind or visually impaired;
4. Special communication consideration (including, but not limited to, students with hearing or visual impairments);
5. Language and special communication consideration, direct communication with peers and professional personnel in the student's language and communication mode, consideration of academic level, direct instruction in his/her language and communication mode, for the student who is deaf or hearing impaired;



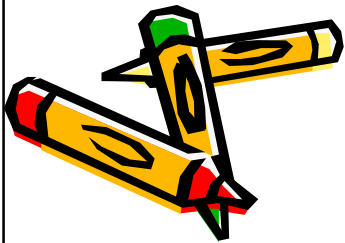
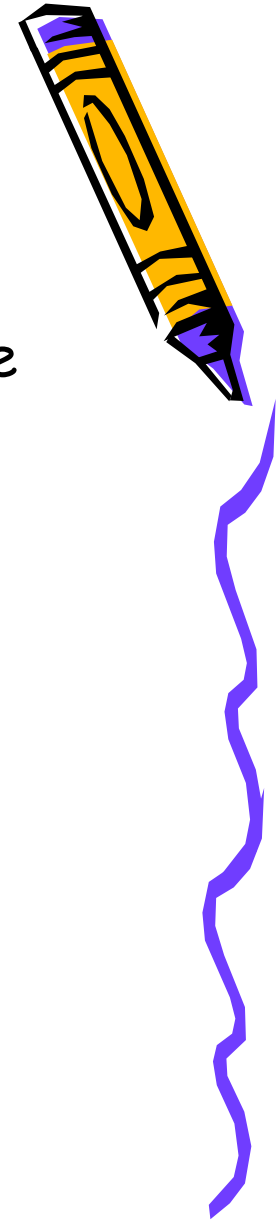
Special Factors (cont)

6. Assistive technology devices and services as required for the student to benefit from special education and related services (the IEP team determines if the AT devices will be used in the home or other settings, in order for the child to receive FAPE);
7. Can the student follow regular discipline policies? (NOTE: if there is an 'yes' marked on the need for a behavior plan, this should be checked 'no').
Can the student follow regular attendance policies?



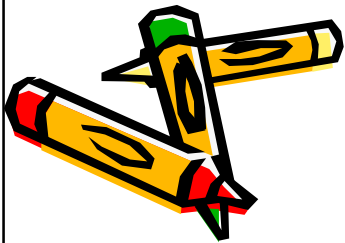
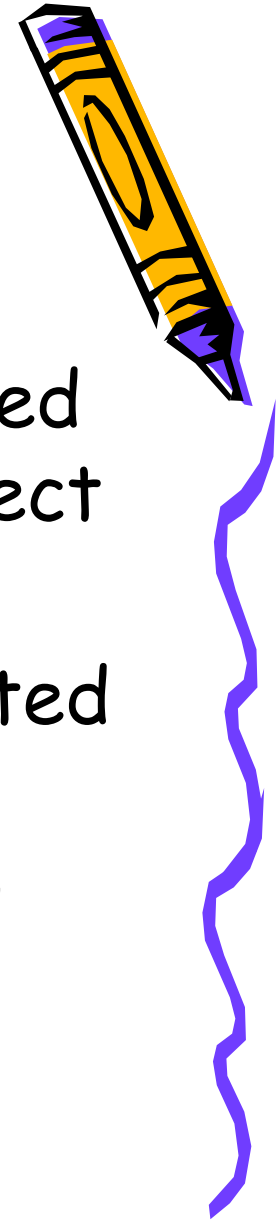
Special Factors (cont)

8. Can the student participate in a standard administration of state-wide and district-wide required assessments? *(this does not apply to preschool)* Will the student participate in the Arkansas Alternative Assessment Program?
9. Are there other factors which need consideration?



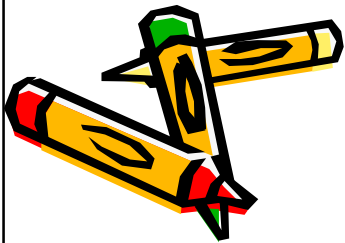
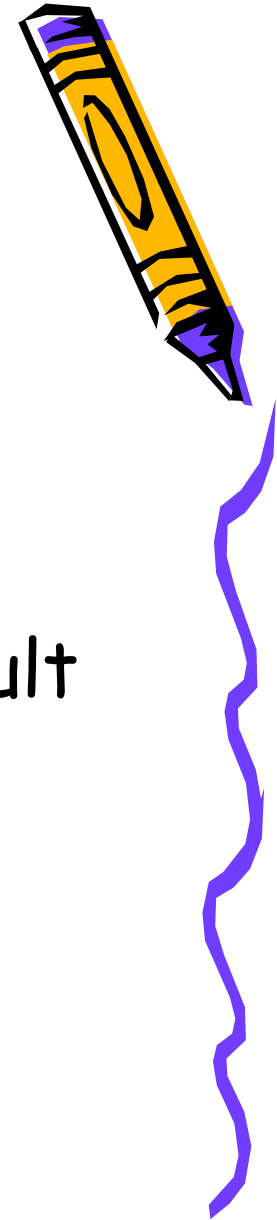
Transition Services

- Transition services must be included in the first IEP that will be in effect at the time the student turns 16.
- Transition services are a coordinated set of activities that facilitate moving the student from school to post-school activities smoothly.



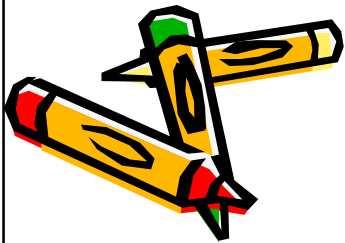
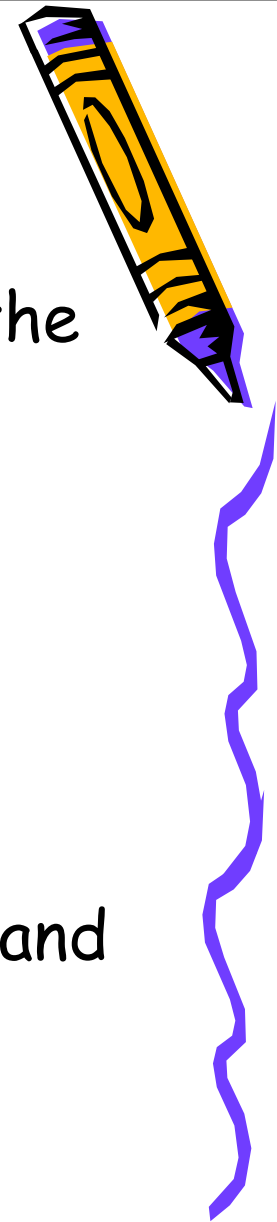
More about Transition

Transition activities include post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.



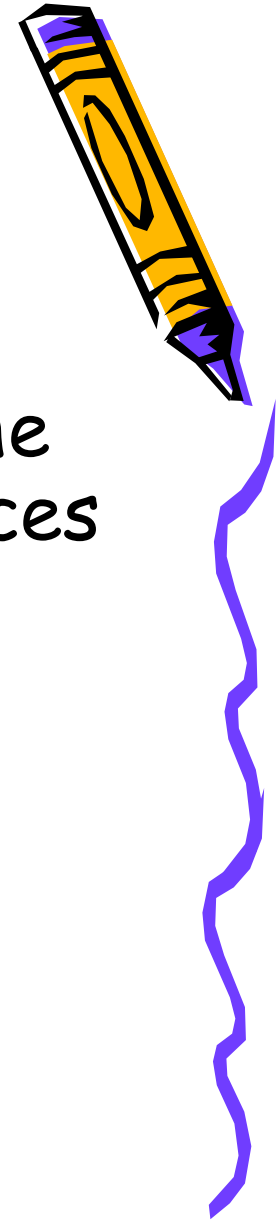
Transition planning. . .

- Must be based upon the individual student's needs and take into account the student's strengths, preferences and interests.
- The plan includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives.
- These services can also include, when appropriate, acquiring daily living skills and functional vocational evaluation.



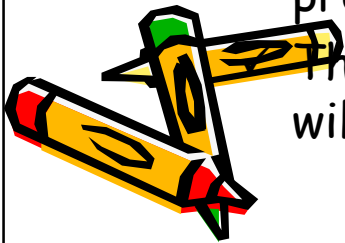
Transition planning (cont)

- In coordinating the transition activities, it can be useful to get input from agencies, other than the school district, that provide services to adults with disabilities.
- The process should include connecting the student to people, organizations, and agencies the student may need to use for assistance in the future.



Specific Services

- The IEP team must include a statement of the special education and related services and supplemental aids and services to be provided.
- Once a service has been specifically written into the IEP, then additional information must be included in the IEP. It must state...
 - ✓ The projected date the service will begin
 - ✓ The anticipated frequency of the service
 - ✓ The location where the service and modification will be provided; and
 - ✓ The duration, or how long, the service and modification will be provided.



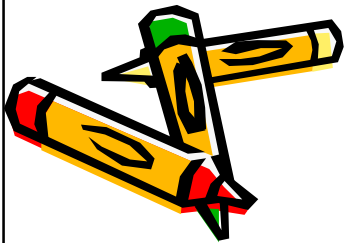
Reviewing, revising and amending the IEP

- The IEP must be reviewed at least annually, but it can be reviewed more frequently if necessary.
- The IEP team can meet and review the IEP as necessary to address concerns as they arise.



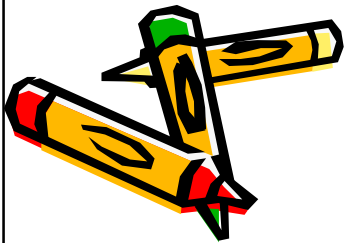
Amending the IEP

- ❖ Under IDEA 2004, if the parents and district both agree, changes to the IEP can be documented in writing and the IEP amended without redrafting the entire IEP.
- ❖ This may cause confusion, so the parents and school need to make sure that everyone involved understands how the IEP is being amended and that amendments are clearly documented.



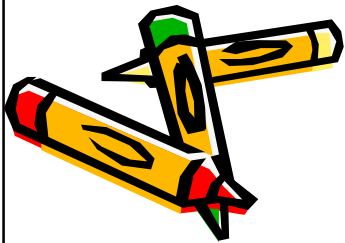
Some final thoughts

- IEP meetings can be stressful as well as emotional—take someone with you
- Prepare yourself for the meeting
 - Make a list of your concerns
 - Note your child's strengths
 - List goals you'd like to see him/her accomplish
 - Be clear about what you want
 - Know your "bottom line"



More thoughts

- Provide other information/evaluations that will help determine what should be in IEP
- Ask questions about anything you don't understand and clarify anything that is unclear (use phrases like "are you saying that. . .tell me how that works. . .what happens if. . .can you explain that in more detail?")
- Make every effort to maintain a positive attitude
- Acknowledge others' positions yet maintain your own



Still more thoughts

- Document everything and keep your records—even make notes (or ask someone else to) during the IEP meeting
- Remember the school is only responsible for what's written in the IEP, so make sure it says what is agreed to and get a copy before you leave
- It's good strategy to have a presence at the school, so volunteer if you are able, and
- Learn the lingo—it gives you credibility

